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ABSTRACT

The Community-School Relations Workshop was designed to bring about improved relations between school personnel and the community that the school serves. This was done by bringing together parents, students, community representatives and school personnel in order to discuss the educational problems they share and to seek their solution. It was hoped that sincere and open discussion of real and perceived problems would reduce communication barriers and increase mutual confidence and understandings. In this atmosphere, it was possible for parents, community residents, students, and school personnel to work together and remedy educational ills, and to ensure that education would meet the needs of the students. (Author)

COMMUNITY-SCHOOL RELATIONS WORKSHOP:

A WORKSHOP LEADER'S GUIDE

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INTRODUCTION

This Workshop Leader's Guide consists of fifteen sample units addressed to you, the Workshop Leader. It has been designed to assist you in leading a Community-School Relations Workshop of community representatives and school personnel. It is meant to help you by suggesting what directions the group can take in confronting the educational problems of their community. This Guide contains a suggested curriculum for your workshop; but if the members of your group want to change the order of topics, or to spend either more or less time on a certain problem than the Guide allots, encourage them to do so. After all, this workshop is designed to provide the setting in which your participants work together on the problems that they decide are most crucial to them. Be flexible at all times, and allow them the freedom they will need to be most effective.

The participants in your group do not receive copies of this Guide. This Guide is meant for you, to aid you in leading the group. Your participants should be given copies of the Suggested Session Outline, the Program Objectives, and the Program Rationale, as well as copies of all the appendices in the Guide. It may be desirable, and even necessary, that you add to these appendices, especially if your group decides to concentrate heavily on a certain problem and therefore needs more specific information. Here, again, your flexibility is most important.

To give you an over-all view of what this workshop can accomplish and how the curriculum in this Guide can best be used, the following should be mentioned:

It is the central objective of the Community-School Relations Workshop to create an atmosphere in which the participants develop certain problem-solving skills so that they are better equipped to work for educational improvement.

The workshop group itself may be considered a microcosm, containing elements of all or most of the groups that can exert an influence upon the educational system. If the workshop participants can arrive jointly at practical solutions to school problems, their proposed solutions may also be accepted by the group that each participant represents. It may well be that these groups will be encouraged to employ the strategies that the workshop participants developed, in their attempts to solve other school problems. The problem-solving approach is, therefore, most vital to the program.

In order to ensure that this problem-solving approach is effective, two things are necessary. Firstly, that the problems chosen for discussion are such, that the workshop group can come up with practical approaches and recommendations. This can be achieved by limiting the problems to be studied. Extremely general and deep-rooted problems, such as racism or lack of communication, must first be clearly defined, and must then be attacked in terms of specific situations. Broad, philosophical discussions are considerably less productive.

Secondly, it is important for the workshop participants to be as frank and open with one another as possible. You must therefore consider

and prepare for the basic aspects of group interaction and behavior. Your participants will pass through various stages of insecurity and limited interaction before they begin to act effectively as a group. When they first get to know each other, they may be timid and unsure of themselves--anxious to please or to impress each other and reluctant to offend or to cause enmity. They may, therefore, hesitate to express their true feelings (about the school system, each other, or the group they represent). If, with little discussion, all the members of the workshop group appear to agree on a problem and its solution, you can assume that this appearance of harmony is a false one; that the members of the group are either not being wholly honest, or that the problem was considered at a superficial level. It may also indicate that the problem is trivial or of no interest to the group. However, assuming that the problem is significant and of interest to the group, you can influence this sort of situation by asking the group to discuss their solutions in detail and to work out how their recommendations could be put into practice.

Another way of stimulating honesty and openness is to steer the participants toward discussion of topics that are controversial and will therefore bring out their true feelings. Once controversy is encountered, however, the danger of hostility arises, and with it, the danger of bitter personal conflicts; for most participants come to the workshop with strongly established loyalties, interests, and opinions. There is a strong temptation for them to cling to their original premises for dealing with the problems, and to consider only their own interests and standards. So instead of seeking effective solutions, they may concentrate on casting blame, while viewing themselves with complacent self-righteousness.

So in order to reduce hostile attitudes and images, and to bring conflicting members of the group into cooperative interaction, it is essential that the participants have accurate information about the other participants and the groups they represent. It is also essential that, despite their differences, they recognize their common lot. Once this has been established, you can encourage the participants to bring their discussion back to the real issues, and to work out reasonable compromises. Techniques like the fishbowl and role-playing* may be of considerable use when such hostilities or conflicts arise.

It may be of some use here to indicate how we expect and hope the participants will react to a Community-School Relations Workshop program, such as the one developed by the Center for Urban Education.

If the kind of interaction that is outlined below does not take place, you should consider why this is so, and be prepared to change the suggested techniques and activities. It is important to remember that the curriculum discussed below, though frequently detailed in its approach, is basically an outline.

In the first three workshop sessions, the participants familiarize themselves with the workshop's goals and methods and with the other members of the workshop. They document the need for a workshop by identifying the educational problems of their community, without considering, at this point, what steps their group could take to remedy these problems. They acquaint themselves with the basic elements of group problem-solving (by analyzing the process itself) and prepare themselves for

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*Described in Appendix D, Planning for Effective Community-School Relations: A Manual of Procedures (New York: Center for Urban Education, 1972).

future action (by learning the different stages of the problem-solving technique). While the participants are thus being oriented to the program and its purposes, they are likely to discuss most things in an abstract way. Placing themselves outside the situations under discussion, they will be like objective observers. It is in these first three sessions that the participants are most likely to agree with one another; for they will be examining conditions, rather than causes, and methods, rather than motives.

But in Sessions IV, V, and VI, the participants will start to become polarized. Controversy is likely to develop when they discuss topics like 'accountability'; for at that point, they are discussing the educational roles and responsibilities of the very groups who are represented in the workshop. Conflicting expectations and interests become apparent, and hostility often develops as a result. But as the participants in fishbowl and role-play examine each other's arguments and analyze each other's positions, they begin to recognize that there is valid reasoning on all sides. Understanding increases, and with it, the willingness to cooperate and compromise. By appraising themselves and others realistically and accurately, the participants are taking a major step toward effective interaction.

The group is now ready to examine the situation in the schools. Sessions VII, VIII, IX, and X deal with actual problems in the educational process, problems that are evident in their own community. Irrelevant curriculum, ineffective training of professional staffs, inaccurate textbooks and instructional materials, incompetent and inadequate counseling--

these and more are discussed as the participants examine why and how the schools are failing so many students. Accurate and detailed information and statistics about conditions in the schools are obtained, and the previous attempts of others at solving these problems are analyzed. The participants learn from one another as they pool their resources to research the existing situation.

But it is in Sessions XI through XV that the participants finally move jointly toward developing workable solutions to their common problems. They choose the problems that are the most pressing in their district, and use the knowledge and skills they have acquired through the previous workshop sessions to develop a plan of action for dealing with them. This plan of action will consist of a set of practical activities and programs or a detailed set or recommendations for specific actions which should involve not only the workshop participants themselves, but also the groups to which they belong. If their plan does all of this, the main objective of the Community-School Relations Workshop will have been achieved.

COMMUNITY-SCHOOL RELATIONS WORKSHOP

Program Rationale

The Community-School Relations Workshop is designed to bring about improved relations between school personnel and the community that the school serves. This will be done by bringing together parents, students, community representatives and school personnel in order to discuss the educational problems they share and to seek their solution. Sincere and open discussion of real and perceived problems will reduce communication barriers and increase mutual confidence and understandings. In this atmosphere, it will be possible for parents, community residents, students, and school personnel to work together and remedy educational ills, and to ensure that education will meet the needs of the students.

COMMUNITY-SCHOOL RELATIONS WORKSHOP

PROGRAM OBJECTIVES

It is the over-all objective of the Community-School Relations Workshop to promote improved understanding and a lasting cooperative working relationship between all the individuals and groups who are concerned with public education: school personnel, parents, students, and the community.

SPECIFIC PROGRAM GOALS

-To improve and increase communication between home, school, and community.

-To enable all who are concerned with the education of students to become aware of the others' educational attitudes and expectations.

-To let those concerned with the students' education identify and assess educational problems and attempt to understand deeper root causes of those problems.

-To motivate all who are concerned with the students' education to cooperate in solving the educational problems of the community.

COMMUNITY-SCHOOL RELATIONS WORKSHOP

Suggested Session Outline

I. Orientation

II. Some Educational Problems of This Community

III. Stages of Group Problem-Solving

IV. Accountability in Education

V. Community-School Relations at Work

VI. Urban Education, Part I

VII. Urban Education, Part II

VIII. Urban Education, Part III

IX. Prejudice

X. Resistance to Change in Education

XI. Problems of the System, Part I

XII. Problems of the System, Part II

XIII. Problems of the System, Part III

XIV. Planning Strategies

XV. Review

COMMUNITY-SCHOOL RELATIONS WORKSHOP

SESSION I

Topics:

1) Introduction to the Community-School Relations Workshop
2) Some Problems in Community-School Relations and How the Workshop Can Relate to Them

Goals:

1. To clarify what is meant by a "workshop."
2. To establish the rationale and objectives of the Community-School Relations Workshop.
3. To indicate methods that will be used in ensuing sessions.
4. To provide participants with the opportunity to familiarize themselves with each other by using one of these methods.
5. To have participants establish group norms by defining the behavior that will be appropriate for them during their workshop sessions.
6. To have participants identify some problems of community-school relations that exist in their area.

Materials:

-Name tags, magic markers, newsprint, masking tape
-Program rationale
-Program objectives
-Tentative outline of sessions
-Rating form

Activities and Techniques:

1. Preliminaries

-Provide each participant with a name tag identifying his workshop group.* (The grouping of participants should have been established by the workshop staff before the first session.)

*

COMMUNITY-SCHOOL RELATIONS WORKSHOP

First and Last Names

GROUP_____

-Your groups should be alike: the ratio of parents, community representatives, students, and school personnel should be the same for each group. At no time should school personnel outnumber community representatives.

-Provide each participant with a copy of the program rationale, the program objectives, and the tentative outline of sessions, since all of these will be discussed during the session.

2. Clarifying the Concept of a Workshop

-Invite initial contributions and participation by asking, "What is a workshop?"

Stress that:

a) a workshop is a series of meetings focused on free discussion, exchange of ideas, individualized study, and participation in a small group context

b) participants are expected to graduate from the workshop with skills, as well as an action plan, that apply to their real-life situations

3. Establishing the Program Rationale and Objectives

-Present rationale and objectives in a clear, straightforward manner, having participants refer to the printed material received at the beginning of the session.

-Stress the probram's flexibility and adaptability to the needs of the group.

4. Introducing the Participants to Some Workshop Techniques

-Describe some of the techniques that will be used in the workshop, e.g., case study analysis, group discussion, role-play, fishbowl, brainstorming, ice-breaker (or getting acquainted) activities. (See Appendix D, Planning for Effective Community-School Relations: A Manual of Procedures for a description of some workshop techniques.)

-Have participants engage in an ice-breaker activity by dividing them into pairs, and suggest that they share information about themselves for five or ten minutes. Then have all participants come together again as one group, and ask the participants to relate some of the things they have learned about their partners.

-Ask the participants to suggest additional techniques that could be used in the workshop.

5. Dividing the Workshop

-Direct participants to workshop group indicated on their name tags.

-Make certain that the proper ratio of school personnel and community representatives is maintained, and that a teacher, a paraprofessional, and a principal are not placed in the same sub-group, if they come from the same school.*

-Ask each participant to give his name and identify the group that he represents (parent, teacher, PTA, etc.).

6. Establishing Group Norms

-Discuss why norms are necessary.

> Explain to participants that in order to function as an effective group, they must establish certain rules for dealing with one another.

-Elicit from participants what norms they consider appropriate for their group.

a) willingness to accept criticism
b) willingness to speak honestly--even at the risk of offending others
c) willingness to be courteous and yet firm with each other

-Caution the group against formulating too many rules (because that would inhibit interaction).

-List the norms on newsprint for future reference.

7. Specifying Educational Problems Affecting Community-School Relations

-List educational problems, affecting (and affected by) community-school relations, on newsprint for future reference. Explain that it is within the scope of the workshop to develop strategies for dealing with these problems.

> If problems are introduced that are not within the workshop's scope, do not dismiss or disregard them; instead, suggest appropriate methods, or elicit suggestions for dealing with them outside of the workshop itslef.

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*In workshops with a small number of participants, it may be unavoidable to have personnel from the same school in the same group.

8. Relating This Session to the Next Session

-Indicate to participants that in the forthcoming session, they will have further opportunities to present existing problems, and to choose one or more of these problems for deeper analysis.

-In conclusion, have participants review and discuss the tentative outline of sessions distributed at the beginning of this session.

9. Completing the Rating Form

Ideas to Highlight:

1. The interaction that takes place within the group will, on an ongoing basis, be examined by the members, who will be able to use the insights gained for future interpersonal relations.
2. The flexibility of the curriculum gives participants the opportunity to indicate what problems and issues should be examined.
3. Collaboration between participants and workshop staff will contribute to the success of the program.

Expected Outcomes:

1. Participants become familiar with the program's rationale and objectives.
2. Participants are acquainted with techniques that will be used throughout the program.
3. Participants establish the norms for their group.
4. Participants begin to identify some community-school relations problems.
5. Participants are aware that the program and its staff will be flexible enough to insure workshop relevance.

COMMUNITY-SCHOOL RELATIONS WORKSHOP

Session I - Appendix I

PARTICIPANTS' SESSION RATING FORM

Date _____

Your reactions to this session and your suggestions will help to improve the quality of the workshop. Please answer each of the questions below. You may answer in Spanish, if you wish. Use the back of this form if you need more space for additional comments. Be sure to hand this form in before you leave.

1. I am in (please check):

_____Group #1 _____Group #2

2. I am a:

_____Parent
_____Community School Board member
_____Representative of the following community organization:
_____
_____
_____

_____UFT Chapter Chairman
_____Teacher
_____Paraprofessional
_____Principal
_____Assistant Principal
_____Student
_____Other (please describe):
_____
_____
_____

3. What was the major topic of today's session? _____

_____

4. In relation to today's major topic, the discussion was:

_____Very rarely relevant
_____Frequently relevant
_____Nearly always relevant

5. During today's session, I felt free to participate:

_____None of the time _____Some of the time _____All of the time

6. If any printed materials were used for today's session, please answer the following:

The printed materials were:

_____Not relevant to the topic
_____Partly relevant to the topic
_____Quite relevant to the topic

The printed materials were:

_____Confusing
_____A little confusing
_____Quite clear

7. What was the major technique used today (discussion, lecture, role-play, etc.)?

_____

_____

8. I thought this technique was:

_____Not appropriate to the topic
_____Fairly appropriate to the topic
_____Appropriate to the topic

9. I thought this technique was used:

_____Poorly
_____Fairly well
_____Very well

10. In general, I felt that the:

_____School personnel didn't participate enough
_____Students didn't participate enough
_____Community representatives didn't participate enough
_____Everyone participated well

11. In relation to the educational needs of this community, today's session was:

_____Not relevant
_____Fairly relevant
_____Quite relevant

12. On the whole, today's session was:

_____Very poor
_____Poor
_____Fair
_____Good
_____Excellent

13. What was the one best thing about today's session?

_____

_____

_____

14. What was the least satisfactory thing about today's session?

_____

_____

_____

15. Future workshops could be improved by:

_____

_____

_____

COMMUNITY-SCHOOL RELATIONS WORKSHOP

SESSION II

Topic:

Some Educational Problems of this Community: Group Analysis of These Problems.

Goals:

1. To identify some specific educational problems of the community.
2. To determine which of these problems can be properly dealt with in the Community-School Relations Workshop (and to suggest how to deal with those that are beyond the workshop's scope).
3. To choose and thoroughly analyze one particular problem.

Materials:

-Name tags, magic markers, newsprint, masking tape
-Flow chart on the Educational Structure in New York City
-Rating form

Activities and Techniques:

1. Preliminaries

-Distribute Flow Chart copies.

-Display the list of problems which were compiled at the last session and recorded on newsprint.

2. Reviewing Educational Problems

-Ask participants to look at the recorded list of educational problems. If they have thought of any additional problems since the last session, they can add them to the list now.*

3. Determining Which Problems Can Be Properly Dealt with in the Community-School Relations Workshop

-Indicate to the group that only problems relevant to their particular community should be included.

-Point out that some problems cannot be appropriately handled at a workshop level for reasons such as:

*No more than 10 problems should be listed. Care must be taken to assure that workshop time is not dissipated through disagreement over wording, etc.

a) there is not enough time available to solve the problem
b) the scope and depth of the problem are too great
c) the channels the participants would have to utilize in order to deal with the problem are too complicated.

If participants need clarification on how responsibilities and powers in the educational system are assigned, let them refer to the Educational Structure Flow Chart on page 21.*

-Ask the participants to select from the recorded list of problems the three problems which are the most crucial in their schools.

Going around the circle of participants, let each participant study the list of problems and state the 3 problems that concern him most. Put a line next to each of the problems mentioned. When the round is completed, circle the three problems that have the most lines.

The list on newsprint might then look like this:

EDUCATIONAL PROBLEMS IN OUR COMMUNITY

1. Lack of discipline in the schools 𝍸
2. Inadequate textbooks and other materials ||
3. Teacher insensitivity to students |||
4. Lack of communication between school, community, and students 𝍸 𝍸
5. School vandalism |
6. Irrelevant curriculum 𝍸 ||
7. Poor report card system |||
8. Lack of enrichment and remedial courses ||||

Of the three problems selected, the one that receives the greatest number of lines should be chosen for deeper analysis.

---

*This chart applies to New York City. Participants outside the New York City school area should construct a comparable chart for their own community.

If some of the participants seem to have difficulty in agreeing with the problems selected, reassure them that as they continue to work together, each participant will at some time accept a compromise for the sake of reaching group consensus.

4. Identifying the Causes and Consequences of the Chosen Problem

-Have participants discuss what they believe to be causes of the problem.

Disagreement is most likely here (and possibly most valuable, because it gives the participants a chance to hear other viewpoints). It is also important to point out that most problems have a variety of causes.

-Elicit from the participants how the problem affects teachers, parents, principals, community board members, and students.

This discussion will show that even though the different groups may blame each other for a prevailing problem, each group suffers from the problem and wants it resolved.

-Have the group discuss the obstacles to solving the problem.

-Suggest that, before next week's session, the participants think of possible strategies for dealing with the problem.

5. Relating This Session to the Next Session

-State that since the group has now identified specific educational problems and has closely analyzed one of them, the participants can proceed to seek ways in which they, as a group, can deal with these problems. Mention that in the next session the group will begin to study some problem-solving techniques.

6. Completing the Rating Form

Ideas to Highlight:

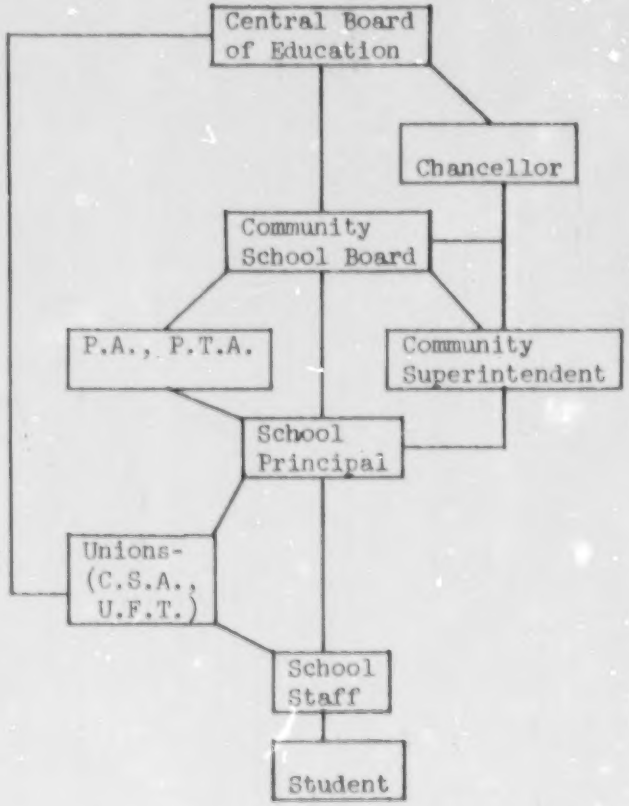
1. Through open discussion and exposure to other people's points of view, the participants will develop a broader understanding of educational problems.
2. Participants have taken an important step toward improving community-school relations by listening to other people's ideas and opinions and reaching group consensus through individual compromise.

Expected Outcomes:

1. Participants identify educational problems in their community.
2. Participants recognize that some problems can and other cannot be solved in a community-school relations workshop.
3. Participants experience compromise as a means of reaching agreement on priorities.
4. Participants realize that a majority of the group share the same opinion on some of the issues.
5. Participants are exposed to each others' viewpoints by discussing the causes of a chosen problem.
6. Participants feel greater unity as a group because they realize that they have problems in common from which all of them are suffering.

SESSION II - APPENDIX I

THE EDUCATIONAL STRUCTURE OF NEW YORK CITY*



Central Board of Education
-Distributes funds to Community School Boards.
-Controls capital construction.
-Sets general governing policies.

Community School Board
-Controls Title I monies.
-Controls State Urban Education monies.
-Has powers of decision on hiring, firing, discipline, and lunch programs.

Parents' Association, Parent-Teachers' Association
-Is liaison between community and school.
-Represents the interests of parents in relationship to the schools.
-Encourages parental involvement in school policy-making.

Unions (Council of Supervisors and Administrators, United Federation of Teachers)
-Have contractual agreements and understandings with the Central Board of Education that relate to teachers and school policies.

Chancellor
-Translates into practice the rules and regulations of the State and Central Board of Education.
-Ensures that Community School Boards abide by rules and regulations.

Community Superintendent
-Has statutory responsibility as chief administrative officer of the district and chief administrative officer for the Chancellor.

School Principal
-Administers the school and the school staff.

School Staff
-Principal, assistant principal, teacher, paraprofessional, school aid, librarian, guidance counselor, psychologist: each has individual responsibilities in helping to educate the students.

Student
-Under Title I, Article I, of the New York State Education Law, any child between 7 and 16 years of age is required to attend school.

*Participants outside the New York City school area should construct a comparable chart for their own community.

COMMUNITY-SCHOOL RELATIONS WORKSHOP

SESSION III

Topic:

Stages of Group Problem-Solving

Goals:

1. To identify and describe ways of group problem-solving.
2. To identify and discuss the advantages and disadvantages of group problem-solving.
3. To have participants demonstrate the steps involved in group problem-solving.

Materials:

-Name tags, magic markers, newsprint, masking tape
-Problem-solving Schedule
-Notes on the Fleischmann Commission Report on Education
-Rating form

Activities and Techniques:

1. Discussing Strategies for Solving an Educational Problem

-For review, ask participants to restate the educational problem that was discussed at the last session.

-Ask the participants what strategies they have considered during the week for dealing with this problem.

-After participants have discussed these strategies, suggest that they now discuss the process of group problem-solving.

2. Discussing the Advantages and Disadvantages of a Group Setting for Problem-Solving

-Indicate that group action is often more productive than individual efforts in problem solving.

-Ask participants to list some of the advantages of group problem-solving, encouraging each group member to respond to the question.

A sample of such a list might be:

a) greater power because of broad-based support
b) better understanding of the problem through an exchange of viewpoints

c) increased respect for one another's talents
d) greater facility in working together, resulting in reduction of tensions and friction
e) greater skill in seeing a problem from a group, (rather than an individual) perspective
f) increased capacity to give and receive genuine help
g) increased sense of individual commitment because of involvement with others

-Elicit from participants some disadvantages of group problem-solving.

A sample of such a list might be:

a) the problem discussed may not be relevant to all participants
b) the solution may not satisfy all participants
c) the disucssions can be dominated by a few people
d) the group may splinter because of conflicting interests and opinions

3. Learning the Steps of Group Problem-Solving

-Point out that the participants have already practiced some of the steps involved in group problem-solving:

a) they stated the problem so that it had the same meaning for each participant
b) they discussed the causes of the problem
c) they reviewed the obstacles to its solution
d) they suggested possible strategies for its solution

-Ask the participants what else should be considered before a group attempts to solve a problem.

Suggestions could include that:

a) they should know of all available resources (for example, community agencies that might help, or sympathetic people in influential positions who might support their efforts)
b) they should agree on the group goal(s)
c) they should consider the possible gains and losses of the different strategies
d) they should obtain information about previous attempts to solve the problem

-Give out copies of the Problem-Solving schedule, and stress that this is only one of many ways of approaching the problem-solving process.

-From the list compiled at the last session, have the participants select a second educational problem of high priority, and record it on their Problem-Solving Schedule. They should then complete the form by writing their answers into every section. If there is not enough time for that during the session, the form should be completed at home.

4. Relating this Session to the Next Session

-Indicate that since the participants see the need for school personnel and community members to work together on educational problems, they should concentrate next on educational accountability and some areas of responsibility shared by the home, school, and community.

-Distribute "Accountability," Notes on the Fleischmann Commission Report on Education.

5. Completing the Rating Form

Idea to Highlight:

1. Coordinated effort and support are necessary in group problem-solving.

Expected Outcomes:

1. Participants identify an educational problem in their community, describe and assess strategies for dealing with it.
2. Participants identify advantages and disadvantages of group problem-solving.
3. Participants recognize one another's talents as they each contribute to the work of the group.
4. Participants are presented with a systematic approach to group problem-solving.

Session III - Appendix I

PROBLEM-SOLVING SCHEDULE

The Problem: _____

	Specifications	Obstacles	Gains	Losses
Possible Strategies:	1. 2. 3.			
Available Resources:	1. 2. 3.			
Intended Outcomes (Goals):	1. 2. 3.			

COMMUNITY-SCHOOL RELATIONS WORKSHOP

Session III - Appendix II

NOTES ON THE FLEISCHMANN COMMISSION REPORT ON EDUCATION*

ACCOUNTABILITY

The report of the Fleischmann Commission on Education in October 1972 emphasized the tremendous need for greater local control and accountability. The commission recommended that every school in the state be required to make public an annual performance report which would include student achievement scores on standardized tests. Individual schools could then be held accountable for their results. The community school boards, superintendents, principals, teachers, parents, and students would all have specific and outlined responsibilities for staffing the schools and setting the educational policy and tone.

Among the Commission's recommendations were:

1. Community school boards should have "sole responsibility" for appointing all personnel: teachers, supervisors, paraprofessionals, custodians, and others.

   a) Parents would have a major voice in the selection of principals, because parent advisory councils would choose principals for their schools from lists prepared by the local boards and their superintendents. The school faculty and high school students would also have a voice in this selection process.

   b) Principals, given the power by the local boards, would have the final say in the selection of teachers and aids, and in setting the educational tone of the school. (Thus, the principal could be held responsible for the school's performance.)

2. All new teachers should be required to complete a two-year internship satisfactorily, before being certified as classroom teachers. Promotions and pay increases for teachers would depend not only on the number of graduate credits or years of teaching experience they have, but also on the quality of their performance in the classroom.

3. A family choice system should be introduced on an experimental basis allowing parents and children to choose one of a cluster of schools. Each cluster would consist of three or four schools and offer "varying choices of courses and instructional styles."

The above are only a few of the recommendations made by the Fleischmann Commission for establishing an education system in which the school and the community are jointly accountable.

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*As abstracted by the Center for Urban Education.

COMMUNITY-SCHOOL RELATIONS WORKSHOP

SESSION IV

Topic:

Accountability in Education

Goals:

1. To reach a common understanding of the term "accountability."
2. To have participants determine what the home, school, and community should be accountable for, and to whom they should be accountable.
3. To assess the different methods that have been suggested for developing accountability, and to suggest additional methods.

Materials:

-Name tags, magic markers, newsprint, masking tape
-Fact sheet on Three Approaches to Accountability
-Rating form

Activities and Techniques:

1. Specifying Areas of Accountability in Education

-Point out that the fishbowl, a group interaction technique, will be used during this session. Direct the group who will actively participate in the fishbowl to take their seats in the center of the room. The remaining participants will act as observers. (See Planning for Effective Community-School Relations: A Manual of Procedures, Appendix D, for a description of the fishbowl technique.)

-Ask the fishbowl participants the following question: When a child does not achieve in school who should be held accountable, for what, and why?

a) Any uncertainty about the meaning of accountability should be cleared up at this point: accountability is defined as being responsibile for performance.
b) Participants should explore what each group (parents, teachers, community members, students, etc.) should be accountable for, and to whom they should be accountable.
c) Be prepared for the discussion to reveal the difficulty of establishing the criteria for accountability, since these must be largely based on performance. The following questions may be raised, for example: How can you measure one person's contribution to pupil performance, if two or more people share an educational task? Who measures performance? How do you maintain objectivity? How do you measure pupil achievement--by reading and math scores only?
To raise or clarify such issues, you can avail yourself of the empty chair in the fishbowl and take part in the discussion.

d) Encourage participants to refer to the recommendations of the Fleischmann Commission, given out at the last session.

-After the fishbowl exercise, ask the observing participants to report on the group interaction and discussion, and to contribute their ideas to the issue discussed.

2. Discussing Some Proposed Approaches to Accountability in Education

-Distribute copies on Three Approaches to Accountability (page 29) for participants to read.

-Ask participants to consider the merits and the problems of these three systems, and to discuss the possibility of establishing any of them in their schools.

-Encourage participants to discuss additional approaches to accountability, if they know of any.

3. Relating this Session to the Next Session

-Point out that at the next session participants will concentrate on the issue of improving communication between school and community.

4. Completing the Rating Form

Ideas to Highlight:

1. A system of accountability is not an excuse for harrassment or domination. It is a means of unifying school and community so that they can work together for improved education.
2. Establishing accountability in education is a complicated process; in order for it to be a successful one, different methods of measuring performance and determining accountability are being explored and tested.

Expected Outcomes:

1. Participants attain a better understanding of the concept and significance of accountability.
2. Participants identify and assess one another's responsibilities and contributions to the education process.
3. Participants suggest who should be accountable to whom.
4. Participants assess some proposed methods of establishing accountability, and suggest additional methods.

COMMUNITY-SCHOOL RELATIONS WORKSHOP

Session IV - Appendix I

THREE APPROACHES TO ACCOUNTABILITY

1. MERIT PAY: Rewards for educators are based on how effective they are in teaching. Pay schedules are based on measured pupil performances rather than on the teaching experience or academic training of the teacher.

Advantages:*

-Teachers would be motivated to help their students achieve.
-Rewards spur people to better work.
-Extra pay might encourage teachers to try new and better ways of teaching.

Disadvantages:*

-Teachers might be tempted to "cheat" by coaching their students for exams.
-It is difficult to judge one person's effectiveness if more than one educator is involved.
-Performance might be judged subjectively.

2. PERFORMANCE CONTRACTING: A school district makes a contract with an outside agency (a private firm or a nonprofit organization) which is to achieve specified goals within a specified time, at a specified rate of pay. The amount paid varies according to how well the objectives are accomplished.

Advantages:

-Student achievement becomes vital, since the contractor's fee depends on it.
-Private business will think up new methods to get better results.
-More resources would be introduced into the educational process by extending that process beyond the public schools.

Disadvantages:

-Contractors may care only about what can be measured and not take responsibility for other important parts of learning.
-Contractors may "cheat" by coaching their students.

*The advantages and disadvantages listed represent the viewpoints of both the advocates and the opponents of the systems discussed.

3. VOUCHER SYSTEM: Parents are given tuition vouchers to pay for the education of their children. (A voucher is a written document guaranteeing to pay a school the full amount necessary to educate a child for a specific lenght of time.) Parents and students can then choose the school the child will attend, and give that school the voucher in payment.

Advantages:

-Competition would be stimulated and school performance levels would rise as a result.
-Schools would be freed from much bureaucratic red tape.
-Children and parents would have a choice, and could go to the school that provided what they felt was needed.

Disadvantages:

-Vast amounts of public funds could go to the support of church-related schools and to the teaching of religion.
-Schools with good reputations might become so overcrowded that they wouldn't be able to continue with their good work.
-Vouchers could be used to avoid integration.
-Schools might resort to high-pressure advertising to lure parents.

COMMUNITY-SCHOOL RELATIONS WORKSHOP

SESSION V

Topic:

Community-School Relations at Work

Goals:

1. To identify some conditions that contribute to poor community-school relations.
2. To let participants role-play situations that involve problems in community-school relations.
3. To outline ways of improving communication and cooperation between community and school.

Materials:

-Name tags, magic markers, newsprint, masking tape
-Copies of ROLE-PLAY SITUATIONS I, II, III, and IV*
-Rating form

Activities and Techniques:

1. Role-Playing a Problem Situation in Community-School Relations

-Explain to the participants that in this session they will role-play three or four different situations that involve problems in community-school relations.*

> Role-playing will give the participants greater insight into the effect that certain actions can have on community-school relations.

-Begin by distributing ROLE-PLAY SITUATION I to the entire group, and asking them to read it. Then choose five participants to play the roles called for. (These five participants can choose among themselves which roles they will assume. If they have difficulty in doing this, you should make the final assignments.)

2. Analyzing the Role-Play

-After the first role-play, ask the participants to analyze the dynamics of the role-play and the forces at work in the situation. Also encourage them to assess whether the role-play situation is relevant to their real-life situation. Some of the questions that may help clarify their thoughts and feelings are:

*See Session V, Appendices I-IV.

a) Was this a fairly typical example of the experiences you have had in your schools?
b) What are the similarities and differences between the circumstances described in the role-play and those at your school?
c) Can you name some of the weaknesses, errors in judgment, or insensitivities to the needs of others that were illustrated in this role-play?
d) If you had been one of the persons involved in the role-play, how would you have handled the situation? List some ways of avoiding the conflicts or breakdown in communications that took place in the role-play.

3. Role-Play and Analysis of Additional Problem Situations

-Distribute ROLE-PLAY SITUATION II and repeat the steps outlined above. Do the same with ROLE-PLAY SITUATIONS III and IV, if there is time.

4. Suggesting Ways to Improve Communication and Cooperation Between Community and School

-In the light of the insights the group gained from the role-play exercises, ask them to suggest some ways of achieving greater communication and cooperation between community and school. Suggestions might include:

a) regular meetings between principals and parent representatives to discuss matters of policy, new programs, and how to deal with sources of frustration and distrust,
b) setting up of procedures (ombudsmen, etc.) for dealing with important issues or areas of conflict,
c) establishing school-advisory committees consisting of parents, community members, school personnel, and students.

5. Relating This Session to the Next Session

-State that in the next session participants will further explore the ways in which school staffs and community residents can work together and close the gaps that may still separate them.

6. Completing the Rating Form

Ideas to Highlight:

1. The educational authorities should recognize the legitimate rights of all parties concerned with the education of students to participate in educational decisions. These parties include parents, school personnel, students, community representatives, etc.

2. There is a strong relationship between community's attitude to the school and the school's ability to function effectively.
3. It is extremely important to respect the rights of all the people involved in the educational process.

Expected Outcomes:

1. Participants identify some of the factors that contribute to breakdowns in communication between parents, school, and community.
2. Participants suggest ways of improving cooperation and communication between school, parents, and community.

COMMUNITY-SCHOOL RELATIONS WORKSHOP

Session V - Appendix I

ROLE-PLAY SITUATION I

A highly qualified district superintendent from California has been hired by the Buffalo Community School Board as a temporary replacement for the local Superintendent of Schools, who is seriously ill. Because such a competent man was available, the local school board hired him on the spot, without consulting the community. A community activist, angry with the school board's way of ignoring the community, has called for a meeting with the new superintendent to make it clear that the community should be consulted on all matters. Also present at the meeting are one member of the school board and two members of an active community group.

Roles:

1 Community Activist
1 District Superintendent
1 Member of the Local School Board
2 Members of the Community Group

COMMUNITY-SCHOOL RELATIONS WORKSHOP

Session V - Appendix II

ROLE-PLAY SITUATION II

At a regularly scheduled meeting of the P.A., it was decided that the P.A. president and two parent delegates should call on the principal. They are to discuss two major problems with him:

1) The school's high teacher turnover
2) The increasing number of violent acts committed in the school

One of the assistant principals of the school is also present at this meeting between the parents and the principal.

Roles:

1 P.A. President
2 Members of the P.A.
1 Principal
1 Assistant Principal

COMMUNITY-SCHOOL RELATIONS WORKSHOP

Session V - Appendix III

ROLE-PLAY SITUATION III

A mother was concerned because her child in the third grade was using the same reading book and repeating the same work that he had already completed in the second grade. She suspected that her child had been placed in a reading group where the majority of students were reading at the lower level. The mother believed that it was more convenient for the teacher to teach to the group than it was for the teacher to meet the individual needs of the students. The mother has therefore requested a conference with the teacher to discuss this issue.

Roles:

1 Mother
1 Teacher

COMMUNITY-SCHOOL RELATIONS WORKSHOP

Session V - Appendix IV

ROLE-PLAY SITUATION IV

A speech teacher had worked successfully in a particular school with children who had speech problems, some minor, some severe. He worked with the children on a daily basis, diagnosing, prescribing, and implementing the speech improvement schedule for each individual child. The following September the parents learned that, because of the budget cuts, the principal of the school let the speech teacher go; he has, however, hired an administrative assistant. Three concerned parents have called a meeting with the principal to voice their opinion on the situation and have him explain his decision.

Roles:

3 Parents
1 Principal

COMMUNITY-SCHOOL RELATIONS WORKSHOP

SESSION VI

Topic:

Urban Education (Part I)

Goals:

1. To determine whether or not the schools are taking sufficient account of their students' ethnic and cultural background.
2. To suggest ways of making schools more responsive to their communities.

Materials:

-Name tags, magic markers, newsprint, masking tape
-Copies of "The Mexican American Child" (Session VI, Appendix I)
-Copies "The Schools Can Overcome Racism" (Session VI, Appendix II)
-Rating form

Activities and Techniques:

1. Determining Whether the Schools Are Taking Sufficient Amount of Their Students' Ethnic and Cultural Background

-Distribute copies of "The Mexican American Child" and ask participants to read it.

-Ask participants to describe the different ethnic groups in the student body of their school, the cultural heritage of those groups. Then discuss which school activities, if any, reflect this heritage.*

Participants should consider, for example, whether there is a social studies program which is relevant to the students because it deals with their experience, their community.
Is there a program designed to give students an understanding of their culture, history, and contribution to American society?
Is ther a bi-lingual program for non-English-speaking students?

2. Suggesting Ways to Increase the Schools' Responsiveness to the Communities They Serve

-Let the participants suggest ways in which their schools should take account of the community's aspirations and cultural background.

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*If this workshop does not take place in an urban setting, have participants discuss a specific urban community and its school system instead of their own community.

Suggestions might include:

a) Selection and training of bi-lingual school personnel.
b) Selection and training of school personnel who are sensitive to the community's culture, attitudes, and way of life, and will not impose their own values arbitrarily.
c) Special programs and activities which give the students the opportunity to express their experiences and aspirations.
d) Close communication and cooperation with parents and community members.
e) Selection of relevant textbooks and other instructional materials.

3. Relating this Session to the Next Session

-The participants have just assessed the importance of the students' cultural heritage in the educational process. In the next session, they will closely examine the practices and materials used in their schools, in order to determine whether the schools are perpetuating institutional racism. If they are, the participants will consider how they should deal with it.

-Distribute copies of "The Schools Can Overcome Racism," and ask participants to read it before the next session.

4. Completing the Rating Form

Ideas to Highlight:

1. The ethnic make-up and cultural background of the student are a vital aspect of his life. To make education as relevant and valuable as possible, the student's ethnic and cultural heritage should be reflected in his school life.

Expected Outcomes:

1. Participants realize the educational value of using the students' cultural heritage in the school curriculum.
2. Participants gain greater knowledge of the ways in which schools are, or can be, responsive to the culture and aspirations of the communities they serve.
3. Participants review and assess ways of increasing the schools' responsiveness to the communities they serve.

COMMUNITY-SCHOOL RELATIONS WORKSHOP

Session VI - Appendix I

THE MEXICAN AMERICAN CHILD: HOW HAVE WE FAILED HIM?*

from a Report of the U.S. Office of Education

There are more than five million Mexican Americans in the United States, 80 per cent of whom live in California and Texas. Most of the others are found in Arizona, Colorado, New Mexico, Illinois, and Ohio. In excess of four million of these people live in urban areas.

The Mexican American is the second largest minority group in the United States and by far the largest group of Spanish-speaking Americans. The fact that most of them have learned Spanish as their first language and that millions are not fluent in English makes them no less Americans. Their interests, attitudes, and aspirations differ little from those of other Americans.

Yet they have been denied the opportunities that most other Americans take for granted. Suffering the same problems of poverty and discrimination of other minority groups, the Mexican American is additionally handicapped by the language barrier. The typical Mexican American child is born of parents who speak little or no English, and thus Spanish becomes his only language. When he reaches school age, he is enrolled in a public school where only English is accepted. Bewildered and ashamed of his "backwardness," the Mexican American child is quickly discouraged and drops out within a few years, enlarging the ranks of the uneducated, unskilled, and unwanted.

The average Mexican American child in the Southwest drops out of school by the seventh year. In Texas, 89 per cent of the children with Spanish surnames drop out before completing high school.

Along the Texas-Mexico border, four out of five Mexican American children fall two grades behind their Anglo classmates by the time they reach the fifth grade.

A recent study in California showed that in some schools more than 50 per cent of Mexican American high school students drop out between grades 10 and 11; one Texas school reported a 40 per cent dropout rate for the same grades.

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*This summary is taken from AZTLAN, An Anthology of Mexican American Literature, Luis Valdez and Stan Steiner Eds., published by Alfred A. Knopf 1972, and reproduced by permission of the publisher.

Mexican Americans account for more than 40 per cent of the so-called "mentally handicapped" in California.

Although Spanish surnamed students make up more than 14 per cent of the public school population of California, less than ½ of one per cent of the college students enrolled in the seven campuses of the University of California are of this group.

It can't be said that nothing has been done for these youngsters. The Federal Government, through the Elementary and Secondary Education Act (ESEA), has given a good deal of financial aid to schools for the purpose of improving the education of Mexican Americans. Although a few million of dollars have been spent, hundreds of millions still need to be spent--and for hundreds of thousands of Americans it is even now too late. State and local agencies have spent respectable sums of money--and even more energy--in behalf of the Mexican American but none has given the problem the really massive thrust it deserves.

Money is only one problem. Perhaps an even more serious one is the problem of involuntary discrimination--that is, our insistence on fitting the Mexican American student into the monolingual, monocultural mold of the Anglo American. This discrimination, plus the grim fact that millions of Mexican Americans suffer from poverty, cultural isolation, and language rejection, has virtually destroyed them as contributing members of society.

Another problem is that we have not developed suitable instruments for accurately measuring the intelligence and learning potential of the Mexican American child. Because there is little communication between educators and these non-English speaking youngsters, the pupils are likely to be dismissed as "mentally retarded." Common sense tells us that this is simply not so. The chasm that exists between the teacher and the student in the classroom is even wider between the school and the home, where there is virtually no communication. Such lack of understanding soon destroys any educational aspiration the pupil might have or that his parents might have for him.

COMMUNITY-SCHOOL RELATIONS WORKSHOP

Session VI - Appendix II

Excerpts from Delmo Della - Dora's Magazine Article

"THE SCHOOLS CAN OVERCOME RACISM"*

In our country, every school is the best place to work on overcoming racism, whether the school is all-white, racially mixed, or all-black. Every educator is in a position to make a real difference. Now is the best of all times to work on it. One reason for this is that teachers and other staff members are in contact with youngsters for a longer portion of most days than anyone else--including parents. Equally important, maybe more so, schools are quite likely the single most important cause and source of racism which young people experience in our nation.

RACISM IN THE SOCIETY

Most white people and many black people are not consciously aware of the racism which pervades almost every waking moment. The most unaware seem to be whites in all-white communities or schools, particularly those who say, "Of course, we don't have that problem here" (meaning there are no other races present in the school or community) or who refer to "your" problems when referring to racially mixed communities. There are still some who even talk about racial problems as "the Negro problem." Our racial problems in this country are primarily a "white problem," because white people are in power everywhere that counts, and it is their institutions which affect black, yellow, brown, Chicano, American Indian--and whites themselves--adversely.

RACISM IN THE SCHOOLS

How are school people involved in racism? Institutional racism in schools appears in all major functions and operations.

Textbooks:

Check out the reading series and the social studies textbooks in particular; what is the total number of illustrations in one book?

In how many of these illustrations do black people and other minority groups appear?

In how many do they appear as equal to whites or in favorable status?

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*Delmo Della-Dora, "The Schools Can Overcome Racism," Educational Leadership, February 1972.

How much of the world history book or world geography book is devoted to black and yellow people (who constitute a majority of the world population)?

Content of the Curriculum:

What part of the curriculum is devoted to race-relations problems internationally, nationally, statewide, locally, and in the school itself?

Are the nature of racism and examination of race-relations problems covered in early elementary, later elementary, middle grades, and high school?

Knowledge, Attitudes, and Behavior:

Does your school or district have an accurate assessment of what the students and staff know about race-relations problems, and contributions of minority-group people in our country's past and present life?

Is there any kind of systematic attempt to determine what the attitudes and behaviors of staff and students are in relation to racism and race relations?

Is anybody trying to do something about inadequate knowledge of minority groups and inappropriate attitudes and behaviors?

Personnel Selection and Promotion Procedures:

Does the composition of the staff at each school and in the central office reflect national racial distribution, as a bare minimum, or racial composition of the local area (where higher), as a desirable minimum?

Are racial and ethnic minority group members properly represented at each echelon of administration and on the board of education?

Do promotion practices and procedures systematically work in favor of, or against, any racial or ethnic group?

Organizational and Instructional Practices:

Testing and grouping are probably the two most dangerous racist practices in the field of school organization and instruction.

All test-makers and most educators know that tests are biased in favor of white middle class people. The published results help reinforce the false notion that white middle class children are superior and all others are inferior. Grouping based on test results reinforces this deception. With the formation of so-called "ability" groups, we now "see" (literally) that poor children of racial and ethnic minorities are "stupid" and should be kept separate so as not to interfere with the learning of those better-

dressed and (generally) better-behaved children. This feeds the paranoia of racism in racially mixed communities. Ironically, ability grouping continues in the face of 30 years of research which shows it to be ineffective at best, and even harmful in some cases.*

In summary, every educator in our country is part of the racist society. We can decide that we are part of the problem and must do something--everyday, wherever we are, whoever we are. It can be quiet and subdued or loud and angry. Each person has to decide what he can and should do.

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*Miriam Goldberg, A. Harry Passow, and Joseph Justman, The Effects of Ability Grouping (New York: Teachers college, Columbia University, 1966).

COMMUNITY-SCHOOL RELATIONS WORKSHOP

SESSION VII

Topic:

Urban Education (Part II)

Goals:

1. To analyze the ways in which the schools have fostered institutional racism, and the damage this has caused.
2. To suggest possible methods of eliminating such racism and of counteracting the damage caused.

Materials:

-Name tags, magic markers, newsprint, masking tape
-Rating form

Activities and Techniques:

1. Identifying Ways in Which Schools Practice Institutional Racism

-Ask participants to refer to their copies of "The Schools Can Overcome Racism," given out at the last session.

-Ask participants whether conditions in their schools are similar to those described in the article.

Delmo Della-Dora's article suggests some criteria for testing racism in:

a) textbooks.
b) curriculum content.
c) knowledge, attitudes, and behavior.
d) personnel selection and promotion procedures.
e) organizational and instructional practices.

Participants can assess the teaching materials and practices of their school in the same order.

2. Analyzing the Damage Institutional Racism Can Cause

-Ask the participants what effects racism can have on the students, the community, and the school. Encourage participants to mention as many examples as possible.

Participants might note, for example, that a tracking system based on race can cause bright students to go through their entire school career in a "slow" group, taking watered-down courses that do not prepare them for a future career.

3. Suggesting Ways of Eliminating Racism or Counteracting Its Damage

-Encourage participants to suggest what steps they can take to eliminate institutional racism in their schools, and how they might counteract the damage it has caused.

To insure that the suggestions will be both thorough and specific, advise the participants to follow the order established in the article. Thus, they would begin by suggesting what steps they might take if they found evidence of racism in the textbooks used. The following steps might be suggested:

a) Contact the publisher's salesman and tell him why his company's textbooks are not adequate. State these complaints in a letter sent to the school superintendent, the local school board, the state board of education, and the president of the publishing company.
b) Develop a supplement or purchase supplementary books to correct the deficiencies.
c) Establish formal committees to deal with the situation. These committees could present petitions calling for an immediate end to the use of racist practices or materials. They could even establish protest groups to halt the teaching of any subject for which the instructional materials are considered inadequate because of omissions or distortions.

-At this point, participants can report whether their schools have already taken some steps toward eliminating racism or counteracting its damage.

4. Completing the Rating Form

Ideas to Highlight:

1. Practices vary from school to school and district to district.
2. Once offensive practices are recognized, they can be remedied more readily.
3. All teaching materials should be carefully screened to prevent the use of materials that offend any ethnic group.

Expected Outcomes:

1. Participants identify various ways in which schools practice institutional racism, and analyze the damage this has done.
2. Participants assess the steps taken to correct certain unwelcome practices in the schools, and suggest additional steps that should be taken.

COMMUNITY-SCHOOL RELATIONS WORKSHOP

SESSION VIII

Topic:

Urban Education (Part III)

Goals:

1. To identify the skills, attitudes, and qualities that make a teacher effective in an urban setting.
2. To suggest ways of improving the effectiveness of urban teaching staffs.

Materials:

-Name tags, magic markers, newsprint, masking tape
-Rating form

Activities and Techniques:

1. Discussing Whether a Difference in the Ethnic Backgrounds of Teacher and Student Affect the Learning Situation

-Using the fishbowl technique, have participants discuss the following statement:

"Only a teacher with a similar ethnic background can effectively teach students from ethnic minority groups."

Allow 25 minutes for this fishbowl, and then 20 minutes more for observers' evaluations of the discussion content and the group interaction.

2. Listing the Skills, Attitudes, and Qualities of an Effective Teacher

-Participants should now list the skills, attitudes, and qualities that make a teacher effective in an urban setting.

These skills, attitudes, and qualities might include:

a) Familiarity with a variety of teaching techniques.
b) Knowledge of subject matter.
c) Ability and willingness to motivate students without adopting a condescending attitude towards their background.
d) Sensitivity to the customs and values of the community.
e) Desire to avoid the use of labels like "underprivileged" or "poor home background" to explain a student's lack of academic achievement.

f) Refrainment from prejudging students.
g) Restraint in classifying students as "slow," "dumb," or "bad".
h) Understanding of the student's urban background.

3. Suggesting Ways of Improving Teacher Effectiveness

-Ask participants to suggest what policies and techniques the schools could adopt to increase the effectiveness of their teaching staffs.

Suggestions might include:

a) Greater contact between teacher and community.
b) Special staff training sessions on the community's culture, perspectives, and way of life.
c) Open-door policy and greater personal contact between teacher and parent.
d) More flexible scheduling of school activities, so that teachers can observe each other in the classroom and discuss problems in teacher-student relations.
e) A school-community committee to make the school a center of social and cultural activities for the community.

4. Completing the Rating Form

Ideas to Highlight:

1. Positive attitudes have a great deal to do with the effectiveness of a teacher.
2. Attitudes and qualities that were identified as desirable should be encouraged in teaching staffs.

Expected Outcomes:

1. Participants examine teacher effectiveness in an urban setting and propose suggestions for increasing this effectiveness in their schools.
2. School personnel have a greater insight into what parents and the community desire and expect from their teachers.

COMMUNITY-SCHOOL RELATIONS WORKSHOP

SESSION IX

Topic:

Prejudice

Goals:

1. To develop the insights and sensitivities which will help individuals to recognize and eliminate prejudice.
2. To stress the joint responsibilities of school and community for combatting prejudice.
3. To identify positive steps that schools and community can take to overcome the tensions and conflicts brought about by prejudice and and discrimination.

Materials:

-Name tags, magic markers, newsprint, masking tape
-Rating form

Activities and Techniques:

1. Developing Awareness of Prejudice

-Have participants form a fishbowl. They will be examining their own prejudices so that they can deal with these prejudices effectively.

Give the group a discussion topic that is sensitive enough to reveal their thoughts and attitudes. For example:

a) What do the terms, "underprivileged," "culturally deprived," and "disadvantaged" imply?
b) Whose values should receive greater attention in the curriculum, those of the teacher, or those of the student?
c) Is prejudice learned?
d) Do we become prejudiced because of our contact with certain groups or individuals?
e) Do we tend to make generalizations about others that are not based on facts?
f) How do we use stereotypes, and do we realize we are doing so?
g) Do we recognize prejudice in others, but fail to see it in ourselves?
h) Can prejudice be hidden? How is it discovered?

-After the fishbowl exercise, ask the observing participants to mention statements made in the fishbowl that seemed to reflect bias, prejudice, or preconception. General discussion by the entire group can then follow.

2. Identifying Ways to Overcome the Tensions and Conflicts Caused by Prejudice and Discrimination

-Ask participants to list some ways in which schools and community groups can work to eliminate prejudice and discrimination as a source of problems, and to suggest fair solutions to such problems when they arise.

Such a list might include:

a) Setting up sensitivity training sessions where school personnel, parents, students, and community members learn to recognize the ways in which prejudice is practiced or reinforced, and plan specific steps to eliminate such practices.
b) Establishing guidelines for evaluating instructional materials and eliminating those which foster prejudice and discrimination.
c) Setting up workshops in which teachers can become better acquainted with the values and customs of the community in which they work.
d) Planning joint activities for people of different ethnic and cultural backgrounds.

3. Completing the Rating Form

Ideas to Highlight:

1. Catching oneself in the act of being prejudiced is the essential first step toward combatting prejudice.
2. Prejudice is often unconscious; what may seem like a normal and proper reaction to one person may be offensive, patronizing, or insensitive to another.
3. Schools and community have a mutual responsibility in their fight against prejudice.

Expected Outcomes:

1. Participants examine the techniques and mechanisms by which they can gain a greater understanding of the ways in which prejudice is fostered and the ways in which it may be uprooted or overcome.
2. Participants recognize the interrelated roles of all the groups that are concerned with avoiding tension and conflict in community-school relations.
3. Participants suggest practical ways of establishing a greater co-operation between school and community in their struggle against prejudice and discrimination.

COMMUNITY-SCHOOL RELATIONS WORKSHOP

SESSION X

Topic:

Resistance to Change in Education

Goals:

1. To have participants identify and discuss some changes in areas that affect education (busing, desegregation of schools, community control) where the people involved have demonstrated resistance to change.
2. To have participants analyze a specific situation of resistance to change in education and relate it to their own communities.

Materials:

-Name tags, magic markers, newsprint, masking tape
-Copies of "Nab 2 in School Bus Attack"
-Copies of "Ed Board Meeting on Canarsie"
-Copies of "We Continue to Massacre the Education of the American Indian"
-Rating form

Activities and Techniques:

1. Identifying Some Areas of Change in Education Where Persons Involved Have Demonstrated a Resistance

-Distribute and have participants read the three articles which concern changes in education.

-Have participants identify the issues in these articles, and list them on newsprint. Participants can go over the articles one at a time in order to specify the issues.

The list of issues might include:

a) Busing
b) Desegregation
c) Community control
d) Racism

-Encourage participants to note both the similarities and the differences of the incidents described in the three articles.

2. Analyzing a Specific Situation of Resistance to Change in Education

-Have participants choose one of the articles and analyze the situation described by considering the following:

a) What change is being proposed?
b) Who is trying to institute this change and why?
c) Who is resisting this change and why?
d) Who is affected by this change and how?
e) Up to this point what steps have been taken by the persons resisting change, and by those instituting the change?

3. Relating the Above Analysis to Situations in the Participants' Own Communities

-Have participants identify "resistance to change" situations in their own communities and apply the questions used in step 2 to those situations.

-Let the participants suggest plans for dealing with the situations in their community.

By this time, participants should have brought out the idea that for every action there is a reaction. They should therefore anticipate reactions from both the advocates and the opponents of change and plan how to deal with them.

4. Completing the Rating Form

Ideas to Highlight:

1. Change is often uncomfortable, and therefore is often resisted.
2. When instituting change in education, resistance should be anticipated and prepared for.

Expected Outcomes:

1. Participants analyze reasons for resistance to change in education.
2. Participants discuss specific situations involving resistance to change.
3. Participants analyze the potential for resistance to educational change in their own community, and discuss how to deal with it.

COMMUNITY-SCHOOL RELATIONS WORKSHOP

Session X - Appendix I

Excerpts from an Article in the

New York Post, October 26, 1972

"Ed Board Meeting on Canarsie
Black Children Are Barred Again at JHS 211"*

by Mel Juffe and Joseph Berger

"The Board of Education called a special session today to try to resolve the seven-week old Canarsie school crisis.

Meanwhile at John Wilson JHS 211, 31 black students from the Tilden Houses project in Brownsville were barred from entering the racially-mixed school for the third time this week. . . .

JHS 211, which is about 70 per cent white, was closed all last week as white parents staged a night-and-day sit-in to protest the admission of the 31 youngsters from the Tilden Houses development. Chancellor Scribner threatened the white parents with a court injunction and vowed that the 31 would attend 211 when it reopened two days ago.

Then, in a last-minute change of mind Monday, the Chancellor reassigned the 31 to JHS 68, [which is 97 per cent white and] which the blacks have been reluctant to attend because of threats of violence from the Canarsie community. As they did last week, the 31 and their parents tried unsuccessfully Tuesday and Wednesday to get past the front doors at JHS 211. . . .

When he assigned the students to JHS 211 on Oct. 11, Scribner said he felt the move was justified since the school would "likely be safer for and more hospitable to the Tilden Houses children" than would JHS 68.

Scribner said he ordered the reassignment on Monday "because of my concern for the immediate safety and long-range well-being of the Tilden Houses students, and because I felt it was necessary and desirable to bring about some measure of integration in JHS 68, if at all possible at that time."

His decision was made, he said, after the local board gave him assurances that the children would be immediately enrolled in JHS 68 and that the local board would accept responsibility for their safety."

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COMMUNITY-SCHOOL RELATIONS WORKSHOP

Session X - Appendix II

Excerpts from an Article in the

JOURNAL OF AMERICAN INDIAN EDUCATION, January 1972

"We Continue to Massacre the Education of the American Indian"

by D. Eugene Meyer

"In the efforts to provide better schooling in America, one group in the population has been tragically overlooked. The first American, the Indian, is the last American educationally, as he is economically, socially, and politically. The condition of Indian education has been termed a "national disgrace" by the Senate Subcommittee which recently investigated the issue. What then are the problems which beset Indian education?

....The dimensions of the problem are indicated by the record absenteeism, retardation and drop-out rates in the Indian schools. The level of education for Indians is half the national average and their achievement levels are far below the rest of the students.... The longer an Indian child stays in school the further behind he falls. That is, providing he stays in school. The drop-out rate for Indian children is twice the national average. The average number of years of schooling... is between five and six years.

In 1969, the 91st Congress appointed a Subcommittee on Indian Affairs. One of the specific functions was the study of Indian education and what could be done to improve it. The Subcommittee hearings, under the Chairmanship of Senator Robert F. Kennedy, have uncovered five significant areas of concern: 1) federal boarding schools; 2) the conflict of two cultures; 3) curriculum irrelevance; 4) administrative and teacher incompetence; 5) parental involvement.

Federal Boarding Schools: The Bureau of Indian Affairs established boarding schools in the last century under the assumption that the removal of children from family and tribal life would aid in the attempt to "civilize" the young Indians. The earliest boarding schools used were converted from old abandoned army forts. Today's schools have improved physically, resembling those in some suburban communities. Most schools

contain modern cafeterias, social halls, gymnasium/auditoriums, and modern classrooms with the latest facilities. But an antiquated system is still used to separate the schools, and therefore the students, from the communities they serve. The boarding schools on reservations are surrounded by fencing and create a "compound culture" separate from the reservation. Children are largely prohibited from seeing their parents, the schools being distant and inaccessible because of poor roads or lack of transportation facilities.[1]

....The students who attend the boarding schools are usually referred by social workers on the basis of criteria established by the Bureau of Indian Affairs. If the child meets one or more of the criteria listed below, he may be admitted:

1) those who are rejected or neglected by their families and for whom no suitable alternative care can be made;
2) those who belong to large families with no suitable home and whose separation from each other is undesirable;
3) those whose behavior problems are too difficult for solution by their families or through existing community facilities;
4) those whose health or proper care is jeopardized by illness of other members of the household.[2]

Thus, when a child enters school, he already has his own special problems.... Facilities for professional mental health are totally lacking in the schools. Precently, the BIA has one psychologist for the entire school system....[3]

Conflicting Cultures: ....When the Indian child leaves his tribe and culture to attend school, he enters a totally new environment. Suddenly his values are of no use as he is expected to subordinate them to the general standards of the school. He is expected to adopt a new way of living, casting aside all former ties with his family and heritage....

The Indian child is not accustomed to high competition, particularly as it occurs in the classroom, for most Indian tribes are primarily cooperative in nature. "Many do not understand why they should have to alienate a friend just to place themselves higher on the normal curve." They see no value in competition and approach school with the desire only to gain knowledge....[4]

Curriculum Irrelevance: In most of the BIA-operated schools, the curriculum is standard, differing little from that used in all schools. It includes study of ancient history, European history, American history, geography, art, music, etc. Minimum or no attention is given to Indian heritage or to contemporary issues of Indian life. The curriculum is geared toward the

American view of education. The Indian child is not taught to see pride in his heritage. History books speak of the victories of the white man as glorious and the victories of the Indians as massacres. Most other textbooks are unrelated to the student's experiences. Primers used refer to fathers who go to work in business suits and to other facets of suburban life. Since many of the students will return to life on the reservation after completing their education, the course of study is of little use....

The schools also fail to serve the students' needs linguistically.... Two-thirds of all Indian children entering BIA schools have little or no skills in English. Yet once he is in school, he is expected to function in an environment which is totally English speaking.

Administrative and Teacher Incompetence: The Bureau of Indian Affairs system is unattractive to able and competent teachers.... Although the teachers meet the national standards and have at least a Bachelor's degree from an accredited college or university with training in education, the quality of education remains low. The teachers have had the bare minimum in training necessary in Indian education. Most know little about the language and customs of the students they teach and therefore are ineffective as teachers. They express little concern for the Indian heritage and teacher training programs do little to upgrade the situation.... Health, Education, and Welfare's 1966 Coleman Report indicated that 25 percent of those teaching Indian children would prefer to be teaching elsewhere.[5]

The best teachers would be those coming from the tribes themselves. But only one percent of the teachers in BIA schools are Indians. Rigid requirements for certification within the system operate to keep the Indian from easily entering the teaching profession.

Parental Involvement: The Indian communities have constantly complained about the type and quality of the education that their children receive. They have expressed a desire to control their own schools but because of their lack of political power or influence this has been impossible. "Parental influence can make the school a true expression of the community's hopes and needs. Culture conflict could be minimized and more importantly local control of schools will add immeasurably to Indian self-respect."[6]

Developments: Gradually, the federal government is relinquishing its control of Indian schools. Many of the schools are coming under the influence of the communities which they serve. In an experimental program at Rough Rock, Arizona, many of the ideas expressed above are being explored. The Rough Rock Demonstration

School, funded by the Bureau of Indian Affairs and the Office of Economic Opportunity, provides education for more than 250 Navajo children. . . . The operational control is handled by a board of education consisting of five middle-age Navajos, only one of whom has had even a few years of schooling.

The most important aspect of the school is its emphasis on Navajo culture, history and language. . . . The use of Navajo language is encouraged while English is taught as a second language. Traditional customs are practiced. Lessons are conducted by the elders of the community in building a hogan, farming, caring for livestock, and Navajo history and government.

The leaders of the school have not turned their backs to the modern world. Their philosophy is one of choice; it is essential that the school teach both the white and Indian ways of living so that the child can have a positive sense of identity while learning to live successfully in the modern world. The separation between parent and child engendered by boarding schools is reduced as parents are encouraged to visit classrooms and dorms and to directly see the educational process. The parents are also given opportunity to voice their opinion on the curriculum and administration of the schools.

Rough Rock and other experimental projects demonstrate that much can be done to improve the quality of Indian education. The project attempts to solve the basic issues of all education today: the quality of the educational environment, its responsiveness to the rich diversity of American life, and the degree to which the local community shall share in the decision making."

Footnotes

1. Robert F. Kennedy, "America's Forgotten Children," Parents' Magazine, June 1968
2. U.S. Senate Subcommittee on Indian Education, 1969
3. Ibid.
4. Wilfred C. Wasson, "Hindrance to Indian Education," Educational Leadership, December 1970
5. Ralph Nader, "Ralph Nader Comments on Indian Education," Integrated Education, November 1969
6. Ibid.

COMMUNITY-SCHOOL RELATIONS WORKSHOP

SESSIONS XI, XII, and XIII

Topic:

Problems of the System

Goals:

1. To have participants use the knowledge and skills they acquired in the Community-School Relations Workshop to deal with specific educational problems in their community.
2. To have participants assume the responsibility of preparing the agenda for these three sessions, choosing the appendices to be used in them, and developing their own plan of action for dealing with some educational problem(s).

Materials:

-Name tags, magic markers, newsprint, masking tape
-Copies of "Study Urges a Z-to-A Shaking-Up of Schools"
-Copies of "Montage of a Dream Deferred"
-Rating form

Activities and Techniques:

1. Determining the Educational Problems to be Dealt with During the Next Three Sessions

-Sessions XI, XII, and XIII will be devoted entirely to the educational problems of the community in which the workshop is held. It should be left entirely to the participants which problem or problems will be dealt with.

Possible problems chosen might be:

a) Drugs in the School
b) Discipline Problems in the School
c) Lack of Effective Parent Participation in the Educational Process
d) Racist Practices in School and Community

2. Planning the Agenda for the Next Three Sessions

-Ask participants to consider how they will deal with the chosen problem or problems, and how they will divide their time in the next three sessions.

Consideration should be given to the following:

a) Individuals should be prepared to accept responsibility for obtaining factual information or accurate descriptions of specific incidents. (Guest speakers can also be considered as sources of information or help.)
b) Before beginning the problem-solving, a schedule should be agreed upon by the participants. They may wish to use the problem-solving schedule outlined in Session III, or design another schedule.
c) When dealing with the problem(s), the use of community resources should be encouraged.

3. Choosing Appendices for These Sessions

-The best appendices for these sessions would be those brought in by the workshop leader or the participants.

Examples of such appendices might be:

a) current or recent newspaper articles dealing with the problem(s) to be discussed - see Appendix I.
b) pamphlets, circulars, or publications containing information or statistics needed for defining the problem more fully or for designing a carefully prepared strategy.
c) poems, records, or even films which highlight different aspects of the problem(s), particularly the emotional aspect. An example of such poems might be Langston Hughes' "Dreams Deferred" (Appendix II).

4. Emphasizing the Responsibility of the Participants

-Whatever the choice of problems to be discussed, methods to be followed, or appendices to be used, it is important to leave these next three sessions almost entirely to the participants. Their need to accomplish something specific in the educational process of their community, as well as their ability to do so, should be greatly increased by this time.

5. Completing the Rating Form

Ideas to Highlight:

1. Participants have been consistently encouraged in this workshop to jointly seek and plan solutions to the major educational problems of their community. It is now time for them to use what they have learned and developed; that they begin their task of remedying educational ills.

2. Participants can ensure the relevance and effectiveness of the next three sessions by contributing their individual talents, ideas, perceptions, and energies to the greatest measure possible.

Expected Outcomes:

1. Participants use the knowledge and skills acquired in previous workshop sessions to deal with some of the specific educational problems of their community.
2. Participants plan their own agenda for Sessions XI, XII, and XIII.

COMMUNITY-SCHOOL RELATIONS WORKSHOP

Sessions XI, XII, and XIII - Appendix I

Transformation in Public Schools*

According to the Fleischmann Report, the type of education acquired by students in New York State varies. While many young people receive an education of the highest quality, educational failure has become a characteristic of urban deterioration, with little attention being paid to the distribution of educational and financial resources where the need is greatest. The Commission Report identifies gross inadequacies of the system and makes some far-reaching recommendations to correct these conditions.

For example, the Report states that present personnel policies

- -do not provide incentives for academically talented individuals to remain in the classroom, but instead make it attractive for them to move on to supervisory positions;
- -provide inadequate preparation for those entering the profession and inadequate training for those already on the job;
- -do not concentrate teaching resources where they are most needed.

To overcome these problems, the Commission proposes a series of steps, among them:

- -Teachers working under unusually difficult conditions should receive a financial bonus.
- -A career progression should be established for teachers to motivate them to work harder in return for appropriate professional and financial incentives.

*As abstracted by the Center for Urban Education from Report of the New York State Commission on the Quality, Cost and Financing of Elementary and Secondary Education: 1972, commonly referred to as the Fleischmann Report.

-A State Teacher Corps and a set of Professional Schools should be established to serve low income areas.

-At least 90 percent of current supervisory staff should assume classroom teaching responsibility amounting to one-fifth of an average full time teacher's work load.

-Only 6 to 7 percent of classroom instructional personnel are paraprofessionals. They should be further utilized to undertake the more routine duties of the regular teacher and bring to the classroom a knowledge of the neighborhoods, customs and languages of the students.

-There should be increased allocation of funds for improved reading and mathematics programs and bilingual education for students entering school under an environmental handicap.

COMMUNITY-SCHOOL RELATIONS WORKSHOP

Session XI, XII, and XIII - Appendix II

Read the poem.

A Poem from

"MONTAGE OF A DREAM DEFERRED"*

by Langston Hughes

What happens to a dream deferred?

Does it dry up

Like a raisin in the sun?

Or fester like a sore--

And then run?

Does it stink like rotten meat?

Or crust and sugar over--

Like a syrupy sweet?

Maybe it just sags

Like a heavy load.

Or does it explode?

Consider the Following:

What happens to the students in our public schools whose dreams have been deferred?

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COMMUNITY-SCHOOL RELATIONS WORKSHOP

SESSION XIV

Topic:

Planning Strategies

Goals:

1. To transform the general suggestions and strategies proposed in previous workshop sessions into workable programs or a set of detailed recommendations for specific actions.
2. To develop a plan for greater community participation in the educational process which the participants would seek to implement.

Materials:

-Name tags, magic markers, newsprint, masking tape
-Rating form

Activities and Techniques:

1. Establishing the Scope and Purpose of the Session

-The participants should draw up a plan of action to improve the educational process, by using the skills and awareness they developed in previous sessions.

-The participants should make final decisions concerning such a plan of action and consider the details of carrying out this plan.

For example:

a) Participants must thoroughly review all the resources on which they have drawn in the past three sessions, taking care that none are overlooked. Have participants review the community resources, facilities, and organizations as well as the human potential (talents and capacities of students, parents, community members, and school personnel).
b) Valid criticism of the various strategies and suggestions proposed by the participants should be actively sought, and every attempt made to modify and improve them in light of such criticism.

2. Producing a Set of Detailed Recommendations

-Throughout this session, participants should work on transforming their general strategies and suggestions into a workable set of activities and programs or sets of detailed recommendations showing expected goals and the ways in which these goals can be achieved.

-Stress that these recommendations should not represent the final effort of the workshop participants. On the contrary, they should be the beginning of the participants' sustained involvement in school matters and the improvement of the educational process.

-At the end of this session, ask if some of the participants would volunteer to take home the work that they have produced and write it up as a report to be presented to the group at the final session. If this report is accepted by the group and if appropriate, it can then be submitted to the school board, administrators, principals, and other members of the community.

3. Completing the Rating Form

Ideas to Highlight:

1. Participants can aid and support the movement for greater participation in the educational process by producing a workable set of activities and programs.
2. The plan of action decided upon in this session should be designed to involve not only those present, but also parents, students professional staffs, and other members of the community.

Expected Outcomes:

1. Participants, pooling the insights they have gained during previous sessions, suggest how the available resources can be used to improve the existing educational conditions.
2. Participants develop their suggestions into a set of effective, practical recommendations or plan(s) of action for greater involvement by students, parents, school personnel, and community members designed to meet expressed needs and bring about positive change.
3. Participants begin the task of mobilizing interested groups and individuals and of setting up ad hoc committees to implement their recommendations on a long-range basis.

COMMUNITY-SCHOOL RELATIONS WORKSHOP

SESSION XV

Topic:

Review

Goals:

1. To review the activities which have taken place during the workshop sessions.
2. To have participants state what knowledge and skills they have acquired during the workshop.
3. To have participants suggest ways in which similar workshops may be improved.
4. To have participants relate what they have experienced in the workshop to ways in which they will be able to contribute to improved community-school relations on an on-going basis.

Materials:

-Name tags, magic markers, newsprint, masking tape
-Rating form

Activities and Techniques:

1. Reviewing the Program Rationale and Activities of the Community-School Relations Workshop

-Ask the participants to discuss the underlying reasons for workshops in community-school relations.

The following points should be covered:

a) Public schools have been failing in the education of more and more of their students, especially minority group students.
b) Parents and community groups have become more vocal in their demands for positive change and for direct involvement in school affairs.
c) School staffs have been facing rapid changes in the public's attitude to education, and often their reaction has been one of resentment and retreat behind tradition or professional prerogatives.
d) One way of helping to correct some of the problems is to bring together all groups concerned with school affairs, so they can examine the issues which affect community-school relations.
e) Community-school relations and educational achievement will improve when all who are involved with the education of children understand and respect one another's functions, perspectives, and aspirations.

f) Workshop participants can examine the most important problems in community-school relations and find ways in which school staffs, parents, students, and community representatives can cooperate to bring about needed changes.

-Participants should now review the activities which have taken place in the workshop.

Among these activities were:

a) Studying issues, such as community involvement in schools, accountability, prejudice and discrimination, decision-making processes, and hierarchies in the public school system.
b) Formulating problems, examining their components, and arriving at possible solutions through a process of problem-solving and group decision-making.
d) Specifying plans of action and presenting recommendations for improving existing conditions.

2. Discussing the Insights and New Perspectives Gained in the Workshop

-Have participants share with each other some of the insights they have gained in the workshop, and the ways in which the sessions have helped them to acquire new perspectives on some of the issues studied.

Specific questions that might aid this discussion could be:

a) Has the workshop shown the participants the complexity and the interrelation of the issues involved?
b) Has the workshop enabled each participant to understand the position and aspirations of all the other participants, and has it brought them closer together?
c) Has the workshop begun to mobilize community resources and school personnel to work for the improvement of community-school relations?

3. Reviewing the Workshop's Shortcomings and Suggesting Improvements

-Ask participants what they consider to have been the shortcomings and weaknesses of the sessions.

-Elicit the participants' suggestions for remedying these shortcomings and weaknesses.

4. Analyzin the Individual Gains Achieved in this Workshop

-Ask each participant to express what he feels he is taking away with him at the end of this workshop, and how he feels the workshop, or his participation in it, has equipped him for meaningful action in his school or community.

Ideas to Highlight

1. Participants can best assess the successes and failures of the Community-School Relations Workshop by honestly comparing what was actually achieved in the program, with what they had hoped to achieve.
2. The major aim of this program has been to create an atmosphere in which positive educational changes can and will take place. If the communication and cooperation that the workshop established between the different groups becomes a lasting feature of community-school relations, this aim will have been accomplished.

Expected Outcomes:

1. The participants have the opportunity to review the workshop and the activities they have engaged in.
2. The participants are able to recognize and explain to others what this experience has meant to them.
3. The participants provide valuable feedback on the successes and failures of the program.